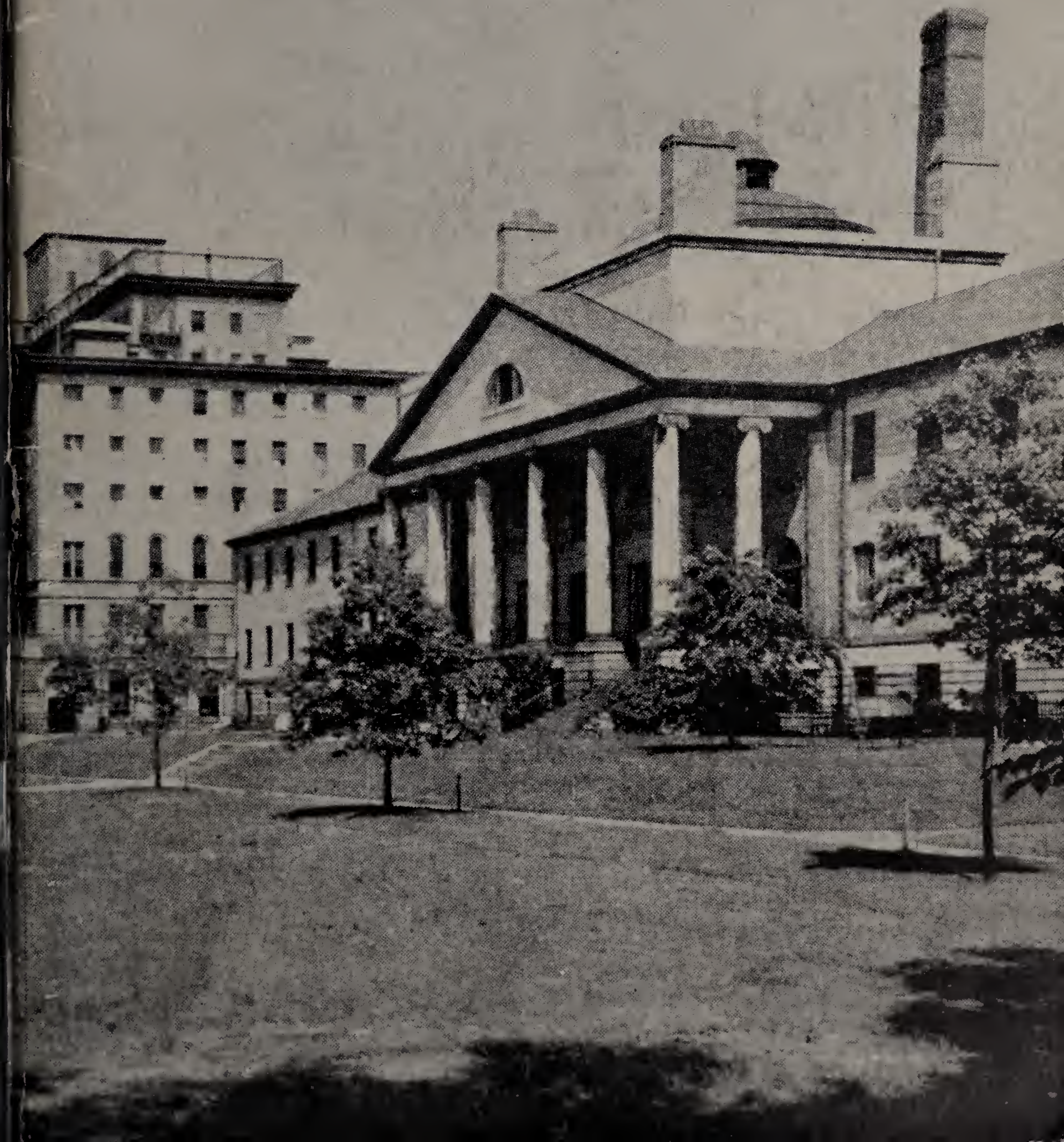
The School of Nursing
of the
Massachusetts General Hospital
1951-1952



"NURSING IS AN ART—AND IF IT BE MADE AN ART, REQUIRES AS EXCLUSIVE A DEVOTION, AS HARD A PREPARATION AS ANY PAINTER'S WORK, FOR WHAT IS THE TRAINING TO DO WITH DEAD CANVAS OR COLD MARBLE, COMPARED WITH HAVING TO DO WITH THE LIVING BODY—THE TEMPLE OF GOD'S SPIRIT. NURSING IS AN ART WHICH CONCERNS EVERY FAMILY IN THE WORLD."

—FLORENCE NIGHTINGALE.

The School of Nursing

OF THE

Massachusetts General Hospital

BOSTON, MASSACHUSETTS

ANNOUNCEMENT

FOR

1951 and 1952

INDEX

	Page
Admission	28
Age Requirement	28
Application and Admission for Degree Program	37
Application and Admission for Diploma Program	28
Care During Illness	24
Civil State	28
Class Rooms, Laboratories, Libraries	23
Clinical Facilities	18
Degree Program with Radcliffe College	36
Description of Courses	42
Diploma Program	28
Early History of Hospital	16
Early History of School	19
Extra-Curricular Activities	32
Facilities for Instruction	22
Health Service	24
Hood College Program	39
Hours, Vacation, Sickness, Leave	25
Leave of Absence	26
Post-graduate Opportunities	33
Recommended Reading	54
Residences	24
Scholarships and Loan Fund	26
Summary of Class Hours	49
Teaching Staff	23
Time Credit for College Graduates	30
Tuition and Fees for Degree Program	37
Tuition and Fees for Diploma Program	31
Vacation	25

SCHOOL OF NURSING

OFFICERS, INSTRUCTORS, AND SUPERVISORS

TRUSTEES' SCHOOL OF NURSING COMMITTEE

Mr. Lloyd Brace

Mr. John Lawrence

Mrs. Robert Homans

ADVISORY COMMITTEE

Mr. Lloyd Brace, *Chairman*
Mr. John Lawrence
Mrs. Robert Homans

Dr. Dean A. Clark, *Director*
Miss Ruth Sleeper, *Director, School of Nursing*

Mrs. Paul Jones, R.N.
Mrs. Robert Homans
Mrs. Thomas Motley
Mrs. Donald V. Baker, Jr.
Dr. Allan M. Butler
Miss Edith G. Stedman
Mrs. W. K. Jordan
Miss Betty Dumaine, R.N.
Mrs. Lloyd D. Brace
Miss Dorothy Bartol
Miss Elizabeth Howland, R.N.
Dr. Chester M. Jones
Dr. Leland McKittrick
Miss Marjory Stimson
Dr. Helen S. Pittman
Miss Frances Dugan
Mrs. Joseph Andrews
Mrs. Charles Kirby-Miller
Miss Katharine Peirce
Mrs. Arthur Bell

HONORARY MEMBERS

Mrs. Henry Bigelow
Mrs. G. Tappan Francis
Miss Sally Johnson
Mrs. John Post

STANDING COMMITTEES OF THE FACULTY

Executive Committee, Chairman ..... RUTH SLEEPER

Committee on Curriculum, Chairman ..... HELEN SHERWIN

Committee on Nursing Practice, Chairman ..... FRANCIS GRADY

Committee on Library and Teaching Aides, Chairman .....ELINOR STANFORD

Committee on Student Personnel Practices, Chairman ..... JESSIE STEWART

Subcommittee on Selecting, Recruiting and Admitting
RUTH FERNANDEZ

Subcommittee on Counseling and Guidance ..... JESSIE STEWART

Subcommittee on Evaluation of Students .... KATHERINE HARDEMAN

Groups for Evaluation of Students for first 6 months ..... SYLVIA PERKINS

Groups for Evaluation of Students from 7-12 months .....ELINOR STANFORD

Groups for Evaluation of Students from 13-20 months .....PHYLLIS HESLIN

Groups for Evaluation of Students from 21-28 months .....ANN DAUM

Groups for Evaluation of Students from 29-34 months .....ADELE CORKUM

Subcommittee for Affiliating Students ..... HELEN LATHAM

Subcommittee on Health ..... RUTH FARRISEY

Subcommittee on Student Residences ..... HELEN CHURCH

Subcommittee on Financial Aid to Student ..... JESSIE STEWART

Subcommittee on Student Faculty Relationships ..... RUTH SLEEPER

Subcommittee on Vocational Guidance ..... EDNA LEPPER

Administrative Committee for the Coordinated Program with Radcliffe College, Chairman, MISS MILDRED SHERMAN, Dean of Radcliffe College

FACULTY—TEACHING AND SUPERVISORY STAFF

SALLY JOHNSON, R.N., B.S.
Director Emeritus of the School of Nursing and Nursing Service

Superintendent of Nurses and Principal of the School of Nursing, Massachusetts General Hospital, 1920-1946; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-1946; Instructor in Professional Problems, 1920-1946; Instructor in Social Hygiene, 1933-1946. Director Emeritus of the School of Nursing and Nursing Service, 1946-.

RUTH SLEEPER, R.N., M.A., *Director of the School of Nursing and Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science,

Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-1946; Instructor in History of Nursing, 1933-1946; Director of School of Nursing and Nursing Service, 1946-

SYLVIA PERKINS, R.N., M.A., *Assistant Director of the School of Nursing and Supervisor of Instruction in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School and Nursing Service, 1936-1938, Morristown Memorial Hospital Post-Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction in Nursing, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Director of the School of Nursing, 1941-

EDNA S. LEPPER, R.N., B.S., *Assistant Director of the Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Mass., 1938-1941; Assistant Director of the Nursing Service, Massachusetts General Hospital, 1941-

HELEN SHERWIN, R.N., M.A., *Supervisor of Instruction in Sciences*

Diploma, Hospital of the University of Pennsylvania School for Nurses, Philadelphia, 1937; B.S., University of Pennsylvania, 1940; A.M., Teachers College, Columbia University, 1942; Staff Nurse, Hospital of the University of Pennsylvania, 1937; Staff Nurse, Seaside Hospital, Staten Island, 1938- 1939; Instructor in Nursing Arts, Chestnut Hill Hospital, Philadelphia, Penn., 1940-1941; Educational Director, Waterbury Hospital, Waterbury, Conn., 1942-1945; Supervisor of Instruction in Sciences, Massachusetts General Hospital School of Nursing, 1945-; Instructor in History of Nursing, Psychology, Sociology, and Principles of Teaching, 1945-

JESSIE STEWART, R.N., B.S., *Assistant Director of the School of Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; B.S. in Nursing Education, Boston University, 1943; Massachusetts Eye & Ear In-

firmary: Assistant Head Nurse, 1936-1938; Head Nurse, 1938-1940; Instructor in Eye, Ear, Nose and Throat Nursing, 1940-1941; Massachusetts General Hospital: Supervisor, Medical Wards, 1943-1944; Instructor in Medical Nursing, 1943-1947; Teaching Supervisor, Baker Memorial, 1944-1947; Assistant Director, School of Nursing, 1947-

KATHERINE HARDEMAN, R.N., M.S., *Supervisor of Clinical Instruction*

B.S., North Carolina College for Women, Greensboro, N. C., 1928; Diploma, Presbyterian Hospital School of Nursing, Columbia Medical Center, New York, 1937; Diploma, Midwifery, Lady Curzon Hospital, Bangalore, India, 1941; M.S., Western Reserve University, 1946; Graduate Staff Nurse, Presbyterian Hospital, 1937; Sister Tutor and Assistant Director of Nurses, A.M. Hospital for Women and Children, Madura, India, 1938-1943; Teaching Supervisor, Obstetrical Nursing, Protestant Hospital, Nashville, Tenn., 1944; Assistant Director of Nurses, Protestant Hospital, Nashville, Tenn., 1945; Supervisor of Clinical Instruction, Massachusetts General Hospital, 1946-

DOROTHY PERKINS, R.N., B.S., *Assistant Director of the Nursing Service, Baker Memorial*

Diploma, The Johns Hopkins Hospital, 1935; B.S., Teachers College, Columbia University, 1949; The Johns Hopkins Hospital, Marburg Building for Private Patients: Staff Nurse, 1935; Private Duty, 1936-1942; Head Nurse, 1943; Supervisor, 1944; Secretary to Surgeon-in-chief, The Children's Hospital, Boston, 1945-1947; Assistant Director of the Nursing Service, Baker Memorial, 1949-.

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

RUTH J. AANESS, *Instructor in Nutrition and Diet Therapy*

B.S., Stont Institute, 1947; M.S., University of Wisconsin, 1949; Dietary Internship, Massachusetts General Hospital, 1949-1950; Instructor in Nutrition and Diet Therapy, 1950.

MARIE SCHERER ANDREWS, R.N., M.A., *Instructor in Orthopedic Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1936; B.S., Boston University, School of Education, 1941; Staff Nurse, Baker Memorial, 1936; Head Nurse. Massachusetts Eye and Ear Infirmary, 1936; Instructor in Nursing, Eye, Ear, Nose and Throat Diseases, 1937-1942; Public Health Nurse, Boston Community Health Association, summer 1942; Instructor in Orthopedics, Boston University, School of Education, 1945; Instructor in Orthopedic Nursing, Bouvé-Boston School of Physical Education, 1947; Instructor in Orthopedic Nursing, Boston College School of Nursing, 1948; Massachusetts General Hospital, Supervisor, Surgical and Orthopedic Wards and Instructor in Surgical and Orthopedic Nursing, 1942-1946; Instructor in Orthopedic Nursing 1946-

FLORENCE E. CAVAGNERO, B.S., R.N., *Assistant Instructor in Science*

B.S., and Diploma in Nursing, Simmons College, 1949; Simmons College School of Nursing, Assistant Instructor in Nursing Arts, 1949; Massachusetts General Hospital, staff nurse, 1949-1950; Massachusetts General Hospital School of Nursing, Assistant Instructor in Science, 1950.

*Arranged alphabetically

HELEN LANDERS CHURCH, A.B., A.M., *Counselor*

A.B., Mt. Holyoke College, 1914; A.M., Teachers College, Columbia University, 1928; Teacher, Public and Private Schools, 1914-1925; Principal, Stevens School for Girls, Germantown, Pa., 1925-1940; Personnel Director, St. Luke's Hospital, New York, 1941-1944; Assistant Principal, Tenacre School, Wellesley, Mass., 1944-1950; Counselor, Massachusetts General Hospital School of Nursing, 1950-

ADELE L. CORKUM, R.N., *Supervisor of Gynecological Wards and Central Supply Room*

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; Massachusetts General Hospital: Staff Nurse, 1934; Head Nurse, 1934-1940; Assistant Night Supervisor, 1940-1942; Supervisor, Surgical Wards and Instructor in Surgical Nursing, 1942-1944; Supervisor, Central Supply Room and Supervisor of Gynecological Wards, 1944- and Instructor in Gynecological Nursing, 1948-

ELSIE CROSS, R.N., B.S., *Assistant Instructor in Nursing I and II*

Diploma, Massachusetts General Hospital School of Nursing, 1947; B.S., Simmons College, 1950; Staff Nurse, Glens Falls Hospital, Glens Falls, N. Y., 1947-1948; Assistant Instructor Nursing I and II, 1950-

ANN L. DAUM, B.S., R.N., *Teaching Supervisor, Baker Memorial*

B.S., Diploma in Nursing, Simmons College, 1948; Simmons College School of Nursing, Assistant Instructor in Nursing Arts, 1948; Staff Nurse, Lawrence and Memorial Hospital, New London, Conn., 1948; Teaching Supervisor, Baker Memorial, 1949-

MIRIAM JEAN DOLLOFF, A.B., *Instructor in Anatomy and Physiology*

A.B., Bates College, 1945; Diploma, Central Maine General School of Medical Technology, 1946; Research Technician, Pratt Diagnostic Clinic, Boston, Mass., 1946-1948; Massachusetts General Hospital School of Nursing, Instructor in Anatomy and Physiology, 1948-

CAROL K. EATON, R.N., B.S., *Teaching Supervisor, Baker Memorial, Instructor in Pharmacology II*

Diploma, University of Minnesota School of Nursing, 1946; B.S., University of Minnesota, Minneapolis, Minn., 1946; Staff Nurse, Minneapolis General Hospital, 1946; Assistant Head Nurse, Minneapolis General Hospital, 1946; Assistant Instructor in Nursing I, Massachusetts General Hospital School of Nursing, 1947-1948; Clinical Instructor, Whidden Memorial Hospital, Everett, Massachusetts, 1948-1949; Instructor in Pharmacology II and Teaching Supervisor, Baker Memorial, Massachusetts General Hospital, 1949-

RUTH MIRIAM FARRISEY, R.N., B.S., *Coordinator, Public Health Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1938; B.S., Simmons College, 1948; Harvard School of Public Health, 1948; Staff Nurse, Baker Memorial, 1938-1939; Staff Nurse, Visiting Nurse Association, 1940-1943; Ass't Supervisor, Visiting Nurse Association, 1943-1945; Supervisor, Visiting Nurse Association, 1945-1946; Instructor (part-time) Public Health Nursing, Massachusetts General Hospital and New England Baptist Hospital, 1948-1950; Coordinator, Public Health Nursing, Massachusetts General Hospital, 1950-

CONSTANCE L. FEREBEE, R.N., B.S., *Supervisor and Instructor in Medical Nursing*

Diploma, University of Virginia School of Nursing, 1944; B.S., University of Virginia, Charlottesville, Va., 1945; Staff Nurse, Norfolk General Hospital, Norfolk, Va., 1944; Supervisor, Surgical Nursing, University of Virginia Hospital, 1945; Baylor University Hospital, Dallas, Texas: Instructor in Medical and Surgical Nursing, and Supervisor of Subsidiary Aides, 1945-1948; Massachusetts General Hospital, Supervisor and Instructor in Medical Nursing, 1948-

RUTH STILLMAN FERNANDEZ, A.B., R.N., *Instructor in Chemistry*

A.B., Bates College, Lewiston, Maine, 1946; Diploma, Massachusetts General Hospital, 1949; Instructor in Chemistry, 1949-

JANE G. FRAME, B.S., R.N., M.N., *Assistant Instructor in Nursing I and II and Pharmacology I*

B.S., Allegheny College, 1944; R.N., M.N., Yale University School of Nursing, 1947; Staff Nurse, New Haven Hospital, New Haven, Conn.; Assistant in Instruction in Clinical Nursing, Head Nurse Medical Service, New Haven Hospital 1947-48; Assistant Instructor in Nursing Arts and Pharmacology, Massachusetts General Hospital School of Nursing, 1948-

NANCY FRASER, R.N., *Supervisor of Health and of Students' Infirmary*

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Massachusetts General Hospital: Head Nurse, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

MARGARET GATELY, R.N., B.S., *Teaching Supervisor, Baker Memorial*

B.S. and Diploma in Nursing, Simmons College, 1945; Simmons College School, Assistant Instructor in Nursing, 1945; Peter Bent Brigham Hospital, Boston, Massachusetts; Assistant Instructor in Nursing 1945-1947, Head Nurse, 1947; St. John's Hospital, Lowell, Massachusetts, Nursing Arts Instructor, 1947-1950; Massachusetts General Hospital School of Nursing, Teaching Supervisor, 1950-

EDITH DWIGHT GIBSON, *Librarian*

Assistant, 115th Street Branch, New York Public Library, New York, 1910-1912; Assistant cataloguer and reference librarian, later in charge of library of American Society of Civil Engineers, New York, 1914-1920; Cataloguer of private collection of N. S. Hill, New York, 1921; Cataloguer and reorganizer of libraries for the Division of Public Libraries, Mass., 1931-1939; In charge of book selection and cataloguing for the regional setup in Mass., 1939-1942; Cataloguer of private historical collections and of historical manuscripts for museums, 1937-1949; Set up the library on the U.S.S. Wasp, 1939; Cataloguer for the electrical consulting engineers, Jackson and Moreland, 1942-1946; Head Cataloguer, Boston Athenaeum, 1946-1949; Librarian, Massachusetts General Hospital, Palmer-Davis Library, 1949-

FRANCES C. GRADY, R.N., *Supervisor of Medical Wards*

Diploma, Carney Hospital School of Nursing, 1931; Public Health, Simmons College, 1931; Massachusetts General Hospital; Baker Memorial, Staff Nurse, 1932-1938; Assistant Head Nurse, 1938-1941; Head Nurse, 1941-1944; Supervisor of Medical Wards, Massachusetts General Hospital, 1944-; Instructor in Medical Nursing II, 1948-

ELIZABETH C. GROGAN, R.N., B.S., *Assistant Supervisor in Pediatric Nursing*

Diploma, St. Vincent Hospital School of Nursing, Worcester, Mass., 1936; Staff Nurse, Baker Memorial, 1937-1940; Staff Nurse, Pediatrics, Lawrence Memorial Hospital, New London, Conn., 1940; Private duty, 1940-1941; U. S. Army Nurse Corps, 1941-1946; B.S. in Nursing, Boston University, 1947; Massachusetts General Hospital: Head Nurse, 1947-1948; Assistant Supervisor and Instructor in Pediatric Nursing, 1948-1950; Assistant Supervisor in Urology and Surgery, 1950-

PHYLLIS HESLIN, R.N., *Teaching Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1939; Staff Duty, Baker Memorial, 1940; Private duty, 1940-1943; Staff Nurse, St. Vincent's Hospital, New York, 1944; Burn Project, National Research Council, Massachusetts General Hospital, 1945; Supervisor, Baker Memorial, 1945-1947; Teaching Supervisor, Baker Memorial, 1947-

ANNA SPAHL HOFFMAN, R.N., *Assistant Instructor in Nursing I and II*

Boston University, 1945-1946; Diploma, Massachusetts General Hospital School of Nursing, 1949; Assistant Instructor in Nursing Arts, 1949-

BARBARA BENTLEY KING, B.S., *Assistant Instructor in Nursing I*

B.S., Elmira College; Assistant Science Instructor, Bellevue Hospital, New York, N. Y., 1945-1947; Assistant Nursing Arts Instructor, Mt. Sinai Hospital, N. Y., 1947-1948; Nursing Arts Instructor, 1948-1950; Science Instructor, Mt. Sinai Hospital, New York, N. Y., 1950; Massachusetts General Hospital, Assistant Instructor in Nursing I, 1950-

HELEN CABOT LATHAM, R.N., B.S., M.L., *Supervisor of Pediatric Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1931; B.S., Teachers College Columbia University, 1938; Master of Letters, University of Pittsburg, 1947; Head Nurse, Good Shepherd Hospital, 1933-1934; Nursery School Instructor, Bellevue Hospital, 1935-1938; Instructor, Children's Memorial Hospital, Chicago, Ill., 1938-1940; Pediatric Supervisor, Long Island College Hospital, Brooklyn, N. Y., 1940-1941; Educational Director and Instructor, University of Pittsburg, Children's Hospital, 1941-1945; Probation Officer, Juvenile Court, Pittsburg, Pa., 1945-1948; Supervisor and Instructor in Pediatric Nursing, Massachusetts General Hospital, 1948-

MARGARET MARY MAWN, B.S., R.N., *Assistant Instructor in Nursing I and II*

B.S. and Diploma in Nursing, Simmons College, 1949; Massachusetts General Hospital School of Nursing, Assistant Instructor in Nursing Arts, 1949-

MARIAN C. MAXWELL, R.N., Supervisor, Out-Patient Department

Diploma, Massachusetts General Hospital School of Nursing, 1927; Head Nurse, Massachusetts General Hospital, 1927-1928; Private duty, Phillips House, 1928-1929; Staff Nurse, Childrens' Island, summer 1929; Student, Philadelphia Hospital Communicable Diseases, October, 1929- December, 1929; Simmons College, School of Public Health, 1930; Community Health Association, Boston, 1931-1937; Public Health Nursing, Cold Spring Harbor, New York, 1937-1941; Needham Public Schools, Needham, Mass., 1941-1948; Massachusetts General Hospital, Supervisor, Out-Patient Department, 1949.

MARJORIE A. MAY, R.N., *Supervisor Operating Room, Instructor in Operating Room Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1938; Operating Room Nurse, Massachusetts General Hospital, 1938-1941; Assistant Supervisor, Operating Room, Massachusetts General Hospital, 1941-1942; Army Nurse Corps, 1942-1946; Operating Room Supervisor, The Springfield Hospital, Springfield, Massachusetts, 1947-1948; Assistant Supervisor, Operating Room, Massachusetts General Hospital, 1949-1950; Operating Room Supervisor, Instructor in Operating Room Nursing, Massachusetts General Hospital, 1950-

NATALIE LOIS PETZOLD, B.S., R.N., *Assistant Instructor in Nursing I and II and Pharmacology I*

B.S. and Diploma in Nursing, Simmons College, 1948; Simmons College School of Nursing, Assistant Instructor in Nursing Arts, 1948; Massachusetts General Hospital School of Nursing, Assistant Instructor in Nursing I and II and Pharmacology I, 1948-

MARY ELIZABETH QUINLAN, B.S., R.N., M.N., *Orthopedic Supervisor*

B.S., St. Joseph College, 1943; M.N. Degree, Yale University School of Nursing, 1946; Assistant Head Nurse, Faulkner Hospital, 1946-1947; Head Nurse Orthopedic Clinic, Yale University School of Nursing—Grace-New Haven Community Hospital, 1948-1949; Orthopedic and Rehabilitation Supervisor and Clinical Instructor, Yale University School of Nursing and Grace-New Haven Community Hospital, 1949-1950; Orthopedic Supervisor, Massachusetts General Hospital, 1950-

MARIE ELLEN REARICK, R.N., B.S., *Supervisor in Neuro-psychiatric Nursing*

B.S., Worcester State Teachers College, 1937; Diploma, Massachusetts General Hospital School of Nursing, 1944; Massachusetts General Hospital: Head Nurse, 1944-1946; Neuro-psychiatric Supervisor and Instructor in Neuro-psychiatric Nursing, 1947-

ELINOR G. STANFORD, R.N., B.S., *Supervisor and Instructor in Surgical Nursing*

Diploma, Springfield Hospital, Springfield, Mass., 1940; B.S. in Nursing Education, Boston University, 1947; Springfield Hospital: Assistant Head Nurse, 1940-1941; Head Nurse, 1941-1942; Clinical Instructor and Supervisor, 1942-1944; Waltham Hospital, Waltham, Mass.: Assistant Director of Nursing and Assistant Principal of the School of Nursing 1944-1946; Massachusetts General Hospital: Surgical Supervisor, Instructor in Surgical Nursing and Pharmacology II, 1947-1949.

BARBARA A. VADALA, R.N., B.S., *Evening Teaching Supervisor*

Diploma, Simmons College School of Nursing, 1948; B.S., Simmons College, 1948; Massachusetts General Hospital; Staff Nurse, 1948-1949; Evening Teaching Supervisor 1949-

EFFIE CONNORS WARE, R.N., *Assistant Instructor in Nursing I*

Diploma, Massachusetts General Hospital School of Nursing, 1950; Staff Nurse, Massachusetts General Hospital, 1950; Assistant Instructor in Nursing, 1950-

ADMINISTRATIVE PERSONNEL
GENERAL HOSPITAL NURSING SERVICE

MARGARET FLAHERTY, R.N. . . . . Office Assistant
CHARLOTTE GATES, R.N. . . . . Assistant Night Supervisor
HELEN HEWITT, R.N. . . . . Night Supervisor
EVA HICKS, R.N. . . . . Administrative Assistant
ROMAYNE LAYAOU, R.N., B.S. . . . . Assistant Night Supervisor
CECILE LITTLEFIELD, R.N. . . . . Assistant Night Supervisor
SOPHIE MCDONOUGH, R.N. . . . . Assistant Night Supervisor
LORETTA RING, R.N., B.S. . . . . Assistant Night Supervisor
ANNA VIDEN, R.N. . . . . Supervisor of Residences

ADMINISTRATIVE PERSONNEL
BAKER MEMORIAL NURSING SERVICE

MARION BATES, R.N. . . . . Supervisor
ANNA CROTTY, R.N. . . . . Supervisor
ANNA GILOOLY, A.B., R.N. . . . . Night Supervisor
MARJORIE LANDERS, R.N. . . . . Assistant Evening Supervisor
MARY MCGRADY, R.N. . . . . Assistant Night Supervisor
LORENE NICKERSON, R.N. . . . . Assistant Night Supervisor
MARY PICARD, R.N. . . . . Assistant Evening Supervisor
ANNA TURNER, R.N. . . . . Supervisor of Operating Room
ANNA RAFTERY, R.N. . . . . Supervisor
IRMA WIRTA, R.N. . . . . Evening Supervisor

HEAD NURSES

H. RUTH AMENTA, R.N.
BEATRICE ANSBIGIAN, R.N.
MARY BARRETT, B.S., R.N.
MARJORIE BLACKWELL, R.N.
MAY BRANAGAN, R.N.
VERONICA BYRNE, R.N.
ANN CAHILL, R.N.
ELAINE CANNELL, R.N.
ANNE CONNELLY, R.N.
JOSEPHINE CONY, B.S., R.N.
REGINA CRAFFEY, R.N.
ANN DEROCHE, R.N.
SHIRLEY DONNELLY, R.N.
MURIEL DOW, R.N.
NORMA DUNHAM, R.N.
ANNE ELLIS, R.N.
MARY FITZGERALD, R.N.
MARY GARDNER, R.N.
HELEN GILMORE, R.N.
EUNICE GRANT, R.N.
MARGARET HAMILTON, R.N.
RUTH HANSON, R.N.
CLEORA HORTON, R.N.
PHYLLIS KIDDER, R.N.
CELIA KRASNOGER, R.N.
HELEN LANDERS, R.N.
ANN LAVIGNE, R.N.
ALBERTA LIBBY, R.N.
STELLA LIPSKY, R.N.
LOIS LUBINSKY, R.N.
ROSE MCCORRY, R.N.
MARION MACAULEY, R.N.
MARGARET MAHER, R.N.
PATRICIA MOORE, R.N.
HAZEL NASH, R.N.
ROSAMOND PELOQUIN, R.N.
ALVINA PINGREE, R.N.
RUTH POULES, R.N.
RITA RAYHORN, R.N.
ESTHER READE, R.N.

ANN RICHARDS, B.S., R.N.
ELIZABETH SAMUELIAN, R.N.
ELIZABETH SMITH, R.N.
ELIZABETH WOLANSKE, R.N.
MIRIAM WIGGINS, R.N.
MARY WITSUNSKI, R.N.
MARJORIE WOOD, R.N.

LECTURERS

Name	*Course*
DR. JANE ALLEN	Nursing of Children
DR. LYTLE ATHERTON	Urology for Men
DR. FREDERIC BARTTER	Medical Nursing I
DR. GORDON BLOCK	Urological Nursing
DR. FREDERICK BLODGETT	Nursing of Children
DR. BERNARD BRIGGS	Surgical Nursing
DR. NANCY BUCHER	Medical Nursing I
DR. LEO BURGIN	Nursing of Children
DR. WALTER S. BURRAGE	Medical Nursing I
DR. ALLAN BUTLER	Nursing of Children
DR. ROY BUTTLES	Pathology
DR. EDWARD CHURCHILL	Surgical Nursing
DR. JOHN COOLIDGE	Nursing of Children
DR. ERNEST CRAIGE	Medical Nursing I
DR. JOHN CRAWFORD	Nursing of Children
DR. PERRY J. CULVER	Medical Nursing I
DR. LOWREY DAVENPORT	Medical Nursing I
DR. FRANKLIN DEBUSK	Nursing of Children
DR. BROWN M. DOBYNS	Surgical Nursing
DR. JOHN DUGGAN	Nursing of Children
DR. EDWARD DYER	Nursing of Children
DR. ROY FEEMSTER	Medical Nursing II
DR. DAVITT A. FELDER	Surgical Nursing
DR. ROBERT FENNELL	Pathology
DR. ANNE FORBES	Medical Nursing I
DR. GERALD GARCELON	Surgical Nursing
DR. JOSEPH GIANSIRACUSA	Medical Nursing I
DR. EDWARD HAMLIN	Surgical Nursing
DR. IRAD S. HARDY	Surgical Nursing
DR. RORERT HIGGINS	Urology for Men
DR. D. J. HOLLAND, JR.	Surgical Nursing
DR. FRANCIS INGERSOLL	Gynecological Nursing
DR. RITA KELLEY	Medical Nursing I
DR. KATHERINE KIEHL	Nursing of Children
DR. CORNELIUS LANSING	Nursing of Children
DR. ROY LEEPER	Dermatology
DR. WILLIAM LOCKE	Medical Nursing I
DR. DOROTHEA LOOFBOUROW	Medical Nursing I
DR. GEORGE LUDWIG	Urology for Men
DR. FRANCIS MCDONALD	Nursing of Children
DR. JOHN B. MCKITTRICK	Surgical Nursing
DR. FARAHE MALOFF	Medical Nursing I
DR. JAMES MARTIN	Gynecological Nursing
DR. CARROLL MILLER	Surgical Nursing
DR. HENRY MOSHER	Eye, Ear, Nose, Throat Nursing
DR. IRA NATHANSON	Surgical Nursing

Name	*Course*
DR. WILLIAM PETE	Surgical Nursing
DR. ARTHUR PIER	Medical Nursing I
DR. HELEN PITTMAN	Medical Nursing I and II
DR. ANDRESE QUERIDO	Medical Nursing I
DR. EUGENE RECORD	Orthopedic Nursing
DR. BENSON ROE	Surgical Nursing
DR. CARTER ROWE	Orthopedic Nursing
DR. MAURICE RUBEN	Eye, Ear, Nose, Throat Nursing
DR. ROYALL SCHAAF	Medical Nursing I
DR. BERTRAM SELVERSTONE	Neurological Nursing
DR. LAMAR SOUTTER	Surgical Nursing
DR. BERNARD STALL	Medical Nursing I
DR. JOHN B. STANBURY	Medical Nursing I
DR. RUTH STAUFFER	Neurological Nursing
DR. SOMERS STURGIS	Gynecological Nursing
DR. J. NORRIE SWANSON	Medical Nursing I
DR. WILLIAM SWEET	Neurological Nursing
DR. NATHAN TALBOT	Nursing of Children
DR. GRANTLEY TAYLOR	Surgical Nursing
DR. WILLIAM TIMBERLAKE	Neurological Nursing
DR. DONALD TODD	Surgical Nursing
DR. WILLIAM TURTLE	Nursing of Children
DR. HOWARD ULFELDER	Gynecological Nursing
DR. G. W. VAN GORDER	Orthopedic Nursing
DR. GEORGE W. WARING	Medical Nursing II
DR. RICHARD C. WEBSTER	Surgical Nursing
DR. HOWARD WEINBERGER	Medical Nursing I
DR. EDWIN WHEELER	Medical Nursing I
DR. JAMES C. WHITE	Neurological Nursing
DR. ELEANOR ZAUDY	Nursing of Children

MISS JOSEPHINE BARBOUR	Social Service
REV. JAMES H. BURNS	Psychology
MISS MARGERY CROTHERS	Social Service
MRS. BEATRICE HUTCHINSON	Social Hygiene
MISS CATHERINE MCQUEENEY	Social Service
MISS MARY NESBITT	Physiotherapy
MR. WILFRID PLANTE	Urology for Men

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetrical, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients ill with contagious diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the impor-

tance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the hospital patient. For this, the hospital provides maintenance and instruction. During the program, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, has added the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The Massachusetts General Hospital

EARLY HISTORY OF THE HOSPITAL.

The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE.

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this Hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE.

This great Hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. This building has beds for 289 surgical patients. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

A small psychiatric division cares for 18 patients, giving an opportunity for some student nurses to have added experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing and accepts students from the Massachusetts General Hospital and other schools of nursing for affiliation in this important field of nursing service.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. Two small units are provided for patients ill with contagious diseases.

CLINICAL FACILITIES WITHIN THE HOSPITAL. The Hospital naturally divides itself into four parts: the General Hospital wards of 524 beds; the Phillips House, the private pavilion of 94 beds and 22 bassinets; the Baker Memorial, the building for people of moderate means, now open to a capacity of 307 beds and 34 bassinets; and the Out-Patient Department with average daily clinics of 683 patients. During the year just closed the first three named departments have cared for over 36,142 patients, and the Out-Patient Department, with its forty-two different clinics, has cared for over 250,000 patients' visits. These facts make evident the Hospital's extensive clinical facilities for the teaching of student nurses.

The School of Nursing

HISTORY OF THE SCHOOL

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one Hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the School into the Hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this School for twenty-two years, or until January 1, 1896. Then the management of the School was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the School was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the School was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of a limited number of selected young women who wish both a broad general education and a professional education in nursing. This program was evolved as a result of the conviction of the governing boards of both insti-

tutions that the profession of nursing increasingly requires women with such an education and that many young women interested in a career in nursing wish also the opportunities offered in a liberal arts program.

It is the purpose of this School to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this School recognized the value to the community of the right kind of young woman adequately prepared for nursing.

The School intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

ALUMNAE—GEOGRAPHICAL DISTRIBUTION.

The School, therefore, has passed its seventy-seventh birthday. It has graduated three thousand eight hundred and fourteen nurses, one of the largest groups graduated from any school of nursing in the world. To the School have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Philippines, Greece, Italy, Armenia, China, Syria, Czechoslovakia, Poland, Japan, Mexico, Turkey, and India. A careful survey has shown that the graduates of the School have served in every state in the Union, and on every continent on the globe. The year books record these graduates in approximately fifty-six different forms of nursing work and also show that among the women in active work today, few are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public to-day not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the

solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

ACCREDITATION. The Massachusetts General Hospital School of Nursing is accredited by the state of Massachusetts. In 1940, the School was surveyed and fully accredited by the National League of Nursing Education. Graduates of the School, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

Facilities for Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the School is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 524 beds. There are three main services: surgical, medical, and pediatric. There are such special services as dermatology, gynecology, neurology, orthopedics, psychiatry, and urology. Because of the relationship of this Hospital to the Harvard Medical School and because there is such a large element of research in the Hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department maintains 42 different clinics and each student has one or more periods of experience in this Department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, and in the Vincent Memorial gynecology service. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing, to the McLean Hospital for a three months affiliation in psychiatric nursing, and to the Massachusetts Eye and Ear Infirmary for four weeks for special instruction in diseases of the eye, ear, nose, and throat.

There are several elective courses for selected students: one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases; one of six months observation and participation in teaching the basic sciences or in teaching nursing; and a two months course at the School of Public Health Nursing, Simmons College, for students with degrees or in the degree program.

Note: The School reserves the right to alter any program or policy outlined in this bulletin.

CLASSROOMS LABORATORIES LIBRARIES.

There are two large classrooms and five laboratories of which the School has the exclusive use. Two laboratories are equipped for the teaching of sciences, two for nursing, and the other for teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the Hospital. The nurses' reference library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. The library is in charge of a well prepared librarian. It contains 75 periodicals and over 2300 volumes of which 121 are in an historical collection. Students have full access to the Warren Library, the patients' fiction library of 4700 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the Hospital's medical library of 17,600 volumes and 199 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the Hospital. Ward teaching conferences and clinics are held in these rooms, which also offer to the students on each ward a place for study of special ward records and references.

TEACHING STAFF.

The teaching and supervisory staff includes a large group of nurses and members of other Hospital Departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. A full-time public health nurse on the staff of the School assists with the integration of social and health aspects throughout the curriculum and helps to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the Hospital. The allied departments of Diet Therapy, Occupational Therapy, Physiotherapy, and Social Service provide qualified instructors for classes in their respective fields.

General Information

LOCATION.
TO REACH HOSPITAL. The School Office is in the White Memorial Building, located on Fruit Street, at the head of North Grove Street.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the Hospital grounds, is connected with the main buildings by subway and accommodates 122 students. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used when new classes fill the other houses to capacity. With the exception of 5 single rooms, all rooms in this house are double. The Walcott House is just outside the Hospital grounds and is connected with the main buildings by subway. It has 141 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, laundry, and infirmary. This latter building also has a roof which is available for outdoor use.

HEALTH SERVICE.
CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself set an example of health. The School endeavors to conserve and promote the health of the students and expects them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

A member of the medical staff of the Hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. Any or all of the medical resources of this great Hospital are available when needed for student health. The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The Hospital maintains a daily morning clinic to which students may report for instruction relative

to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Chest X-rays are taken every six months. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is in charge of graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured.

Minor illnesses are cared for in the School infirmary. Illnesses of a more serious nature are cared for in the Hospital without cost to the student, for a reasonable length of time. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this Hospital can not always admit patients with contagious diseases, students who contract these diseases may be cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

HOURS, VACATION, SICKNESS LEAVE.

The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of house-work, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the house-work was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the preclinical period the students are off duty every Saturday afternoon and Sunday. From the preclinical period to the internship the practice week is 36 hours.

During the course nine weeks of vacation are given at such times as best fit the class program, generally in the form of a three-week vacation each year.

Students are not required to make up time lost during the preclinical period provided all class work is completed. Each student is allowed fourteen days of sickness leave during the remainder of the program. Absence

caused by illness and totaling no more than this amount of time need not be made up before graduation.

LEAVE. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School are determined by the Faculty. Loss of time for any reason other than illness must be made up.

GUIDANCE PROGRAM. Although the student group is large, the individual and her progress remain of paramount importance. To aid each young woman in achieving the greatest professional and personal success and satisfaction, the School maintains a Student Counseling Program and includes on its staff a full-time Student Counselor. Through this program the student finds not merely assistance in solving her personal problems, but also orientation to the new hospital life, systematic guidance in her studies and ward experience, testing and remedial work when it is needed, and expert vocational counseling. Frequent contacts between the student and her own particular faculty advisor supplement the activities of the Counselor in producing student-faculty relationships most favorable to friendly guidance and the full understanding of the student and her needs.

SCHOLARSHIPS—LOAN FUND. Each year the Hospital offers a limited number of $100 scholarships to students who need financial assistance. An applicant for a scholarship must have been in the School more than six months, and be within more than six months of graduation; she must have a class average of 85 per cent, must have demonstrated ability in bedside nursing, and must have a record of good school citizenship. In addition to this aid for older students there are six tuition scholarships of $100 for each entering class, granted on the basis of need and scholarship merit.

A loan fund for student nurses, which was established in memory of Marion Moir West (1889) by her sister, is administered by the Director of the School of Nursing. Inquiry concerning any of the funds should be addressed to the Director.

Just below historic Beacon Hill are the many buildings that compose Massachusetts General Hospital.

From her residence the student nurse may look out over the Charles River Basin and its famous Esplanade.

In her residence she finds
opportunity for gracious living

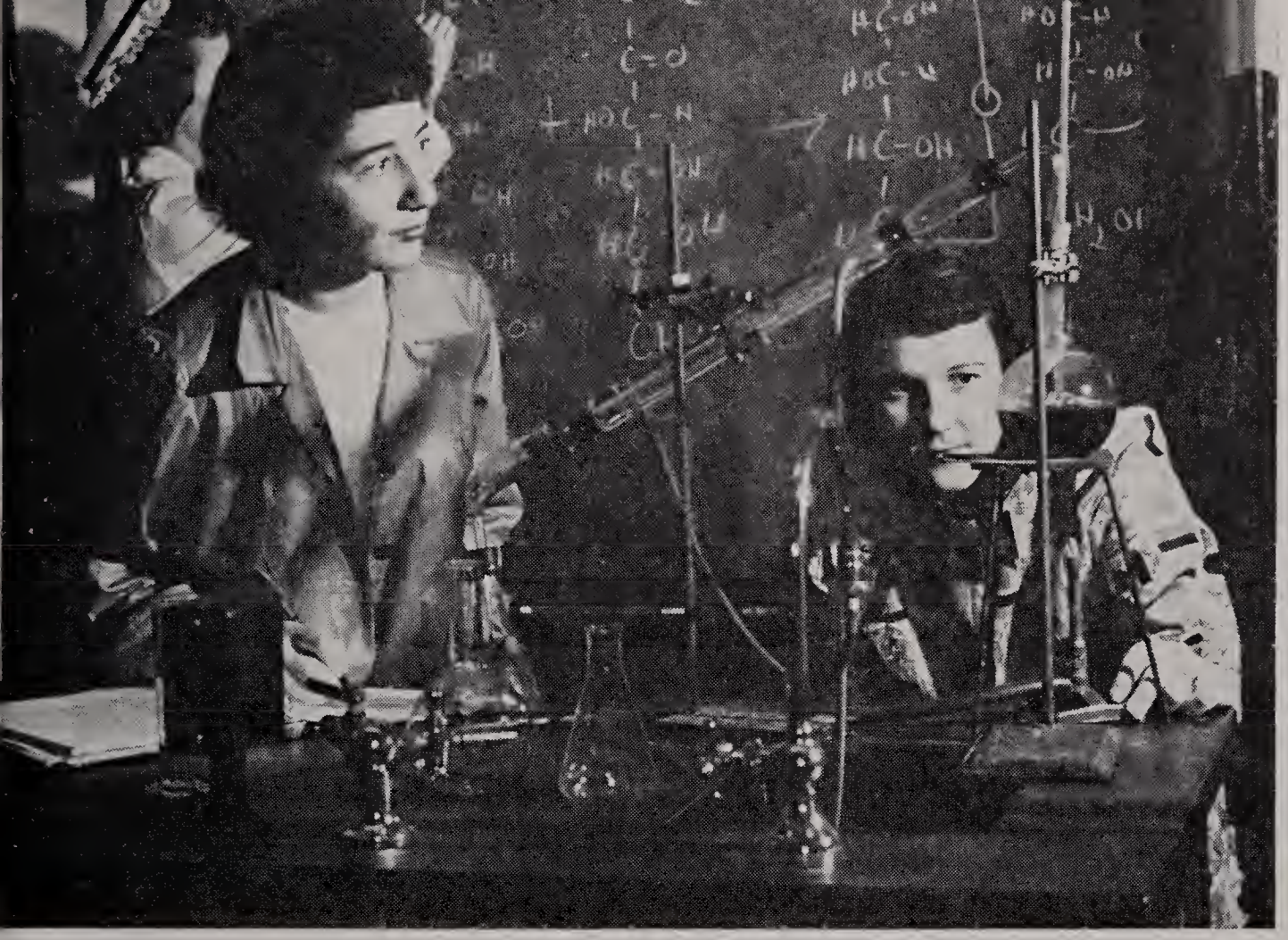
Afternoon tea is a school custom.

In attractive reception rooms she may welcome her guests.

Her own room soon reflects her personality.

To supplement classes there are correlated laboratory periods

In Microbiology the student learns about the bacteria behind various diseases.



Students watching a chemical reaction.

The basic nursing procedures are demonstrated and practiced in nursing laboratory

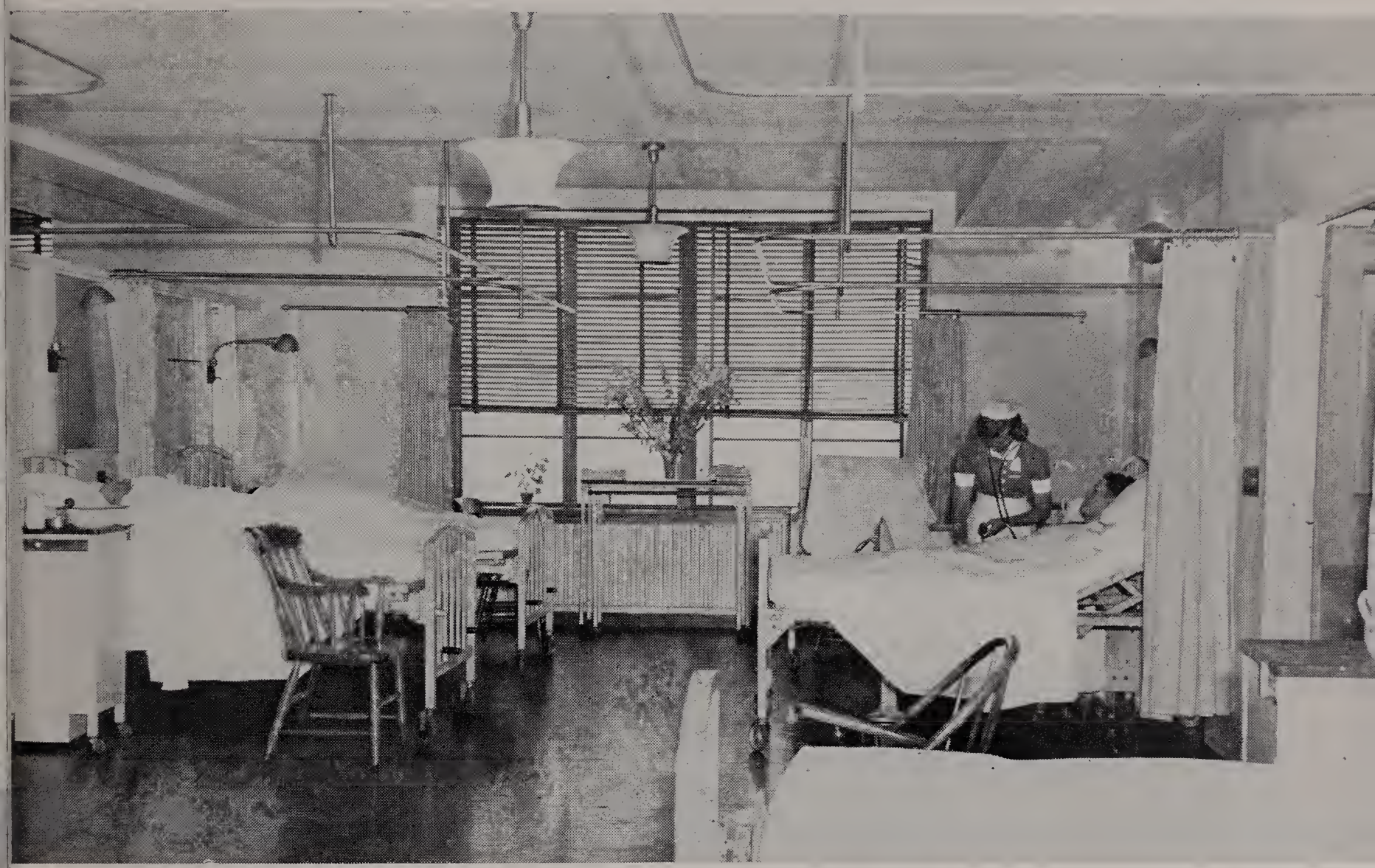
A young nurse learns how to apply a dressing.

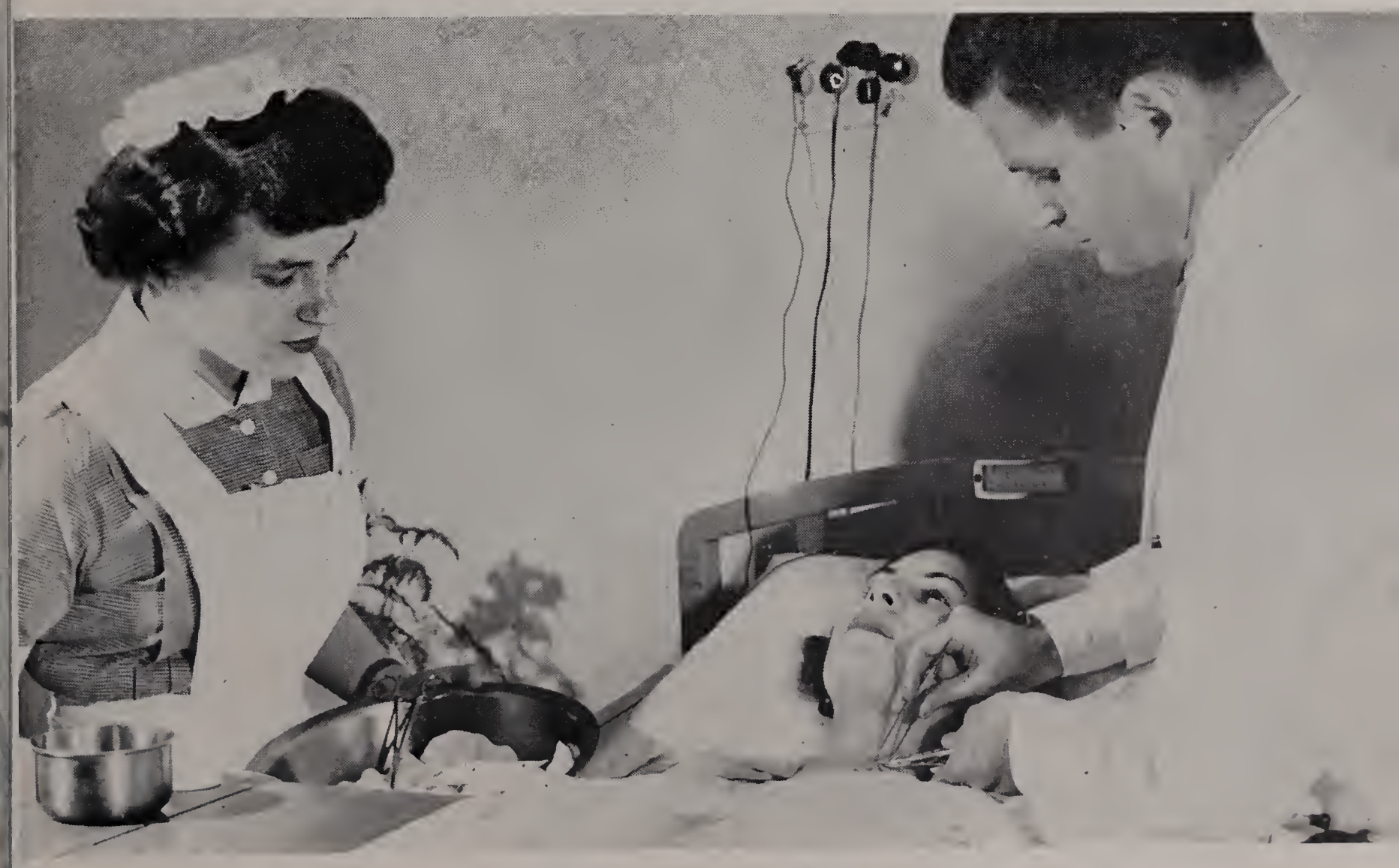
With a class-mate as her patient a student learns to take the heart beat.

An intravenous injection requires frequent attention and regulation.

In the hospital itself the student nurse learns to work with people

On a ward in the White Building, she cares for a patient after an operation.





In the Baker Memorial, she assists the doctor with a sterile dressing.

She gives help and encouragement to an elderly ward patient.

On a Pediatric ward she cares for premature.

But there is still time

To give tender, loving care.

The Operating Room offers dramatic experience to every student—as an observer . . .

. . . later as a part of the operating team.

The doctor, supervisor, head nurse, and dietitian all join the students in discussing the care of patients and the patients' problems.

There is out-of-school fun too

Winter offers its many social events.

For many students summer brings . . .

Sailing on the Charles River.

Tennis on the Hospital Courts.

Time goes fast — until . . . Graduation.

Programs

It is the purpose of the School to prepare young women to meet their responsibilities as nurses in the broad health program of their times. It is our belief that such responsibilities can be met best by a nurse with a thorough knowledge of the sciences fundamental to the practice of nursing, technical skill in the care of the sick, and skill in dealing with the personal and social factors involved in all human relationships.

Because the health and sickness needs of people vary, the program of the School must be a changing one which reflects in the curriculum the growing emphasis on the Nurse's responsibility for disease prevention and health promotion. With these emphases, there is increased need for health teaching based on an acceptance of the family as the focus of the health program, and on the realization of the influence of psychological, social, and economic factors in health and in sickness. The recent extension of hospital services into the community, the utilization of the team concept as it affects the care of patients and interprofessional relationships, and the broadening interpretation of the democratic ideal have further stimulated the development of the School program. As the curriculum is planned to prepare professional women, the health and development of the students as individuals and as citizens are considered of utmost importance.

DIPLOMA PROGRAM

GENERAL DESCRIPTION. In September, 1948, a new plan for the three-year diploma program was introduced. Adopted after a long period of study, and consideration of various types of programs, it is one of the first of its kind in the country. In the new program the three years is divided into two periods. The first, the educational period, is twenty-eight months long. During this time, the students have experience on the wards, taking care of patients; the emphasis, however, is on the student's education. The ward practice during this period is planned to the point of safe learning, but not of skill. There is a good breadth of experience. Following the six months' preclinical period there are six three-month periods, including three months each of medical nursing, surgical nursing, surgical specialties, children's

nursing, obstetrical nursing, and psychiatric nursing. There are also two months in the Operating Room, one month in the special Diet Kitchen, one month in the Out-Patient Department, and three vacations.

The second period of eight months is a period of practical internship During this period the student develops the skills requisite to a graduate nurse. Because the student nurses during the internship give full time to supervised nursing practice, they receive a stipend of $30.00 a month for the eight months.

The new program meets state requirements so far as we know in every state in the country.

PUBLIC HEALTH AND WARD TEACHING. Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid not only in the cure but also in the prevention of disease. It is the responsibility of every instructor, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. Since May, 1948, a plan has been introduced by which patients discharged from the hospital are referred for continued home care by the public health nursing agencies and nursing homes. Each student has the opportunity of observing and sharing in this new plan which coordinates hospital and community care of the sick. During the clinical assignments the ward teaching program is planned to guide the student in the application of her learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family. College graduates with special interest in the public health field may have a two-month affiliation in public health nursing at Simmons College.

APPLICATION AND ADMISSION

AGE. The preferable age is between eighteen and thirty years, although younger applicants who have demonstrated maturity may be accepted.

CIVIL STATE. The School considers it inadvisable to admit married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. The college, general or scientific program is preferred. Sixteen units of study are required, namely: 4 units of English, 2 units of a foreign language, 2 units of history, or 1 unit of history and ½ unit of civics, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 or 4½ units of elected subjects. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high school graduate must stand in the upper half of her graduating class or must have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear in the judgment of the Faculty to be best qualified for the programs offered in this School.

APPLICATION. Written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter and photograph. An unmounted photograph such as is used for passports is re-

quired. An acknowledgment of the application will be forwarded, but an interval of time may elapse before action is taken upon the application.

When the processing of the application has been partially completed, each applicant will be notified by letter that arrangements should be made for an interview. The letter will also suggest a time when an appointment with the Director or one of her assistants would be possible. The applicant should reply immediately, accepting the appointment, or, if necessary, requesting another time. No appointments are possible for Saturday afternoons, Sundays, or holidays. Interviews with representatives of the School will be arranged for applicants living at a distance.

All candidates are required to have a physical examination. Applicants for the diploma program are required to take a series of aptitude tests, the charge for which is five dollars. These tests, which are given by the National League of Nursing Education, examine the applicant's proficiency in various subjects which are related to success in nursing studies. No preparation or special coaching is needed. Full particulars about arrangements for testing will be sent to the prospective student after formal application is filed.

Classes are admitted early in September and March.

TIME CREDIT FOR COLLEGE GRADUATES.

Nursing increasingly offers opportunities for the woman who is well educated, who is well prepared professionally, and who possesses the personal qualities and social maturity necessary for a career of public service.

College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 8 months credit of time thereby reducing the total length of the program to 28 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

EXPENSES. The cost of the course including uniforms and regular fees will be approximately $402.00. Individual items and their costs are as follows:

Registration	$ 5.00
Tuition	200.00
Student Activity Fee	9.00
Books	42.00*
Library Fee	7.50
Laboratory Fee	10.00
Uniforms	102.25*
Breakage	10.00
Key Deposit (Refundable)	1.00
Junior and Senior Tests	5.00
Graduation Fee	10.00
	$401.75

These expenses will be divided as listed below:

Before entrance			
Registration Fee	$ 5.00		
On entrance			
Tuition	$100.00		
Uniforms	75.50		
Books	30.00		
Fees	26.50	Total	$232.00
After 6 months			
Books	$ 12.00	Total	12.00
After 12 months			
Tuition	50.00		
Fees	5.50	Total	55.50
After 18 months			
Uniforms	26.75		
Tests	5.00	Total	31.75
After 24 months			
Tuition	50.00		
Fees	5.50	Total	55.50
After 30 months			
Graduation	10.00	Total	10.00
		Total for three years	$401.75

Certain additional fees may be necessary for some students.

For repeating a course
If a student is permitted to repeat a course, an additional tuition fee will be charged ..... $10.00—$20.00

For re-examination
If the class standing of a student warrants, opportunity will be given to repeat a final examination $3.50

*The cost of uniforms and books is subject to change as prices vary.

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance.

STUDENT'S STIPEND

Eight Months Internship	$240.00

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Director of the School and the Faculty, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the program be placed on warning or recommended to withdraw. The standard of grading adopted by the School is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades are reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the School standard places a student on warning.

EXTRA-CURRICULAR ACTIVITIES. The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students. At least three formal dances a year are important events. Christmas Candlelight Service holds a special place in hospital tradition. Each class sponsors its own program of activities, culminating in the publication of its yearbook and the celebration of coming graduation by a Senior Formal and Senior Banquet.

Informal dances are held frequently in one of the residences. Facilities for tennis, badminton, and softball are available at or immediately adjacent to the hospital. Picnics and excursions to the near-by beaches are very popular during the summer months. The Glee Club is a favorite activity, and many students are members of the Sailing Association with sailing privileges on the broad Charles River Basin. The Counselor keeps the students informed concerning lectures, concerts, places of historical interest, and many other opportunities for off-duty enjoyment which Boston offers.

POSTGRADUATE OPPORTUNITIES. The graduate of the diploma or three year program may enter private practice in a home or hospital or work as an institutional staff nurse immediately upon graduation from the school. With hospital experience she may progress to the position of head nurse, or she may choose to enter a special field such as industrial nursing, office nursing, or operating room nursing. For those interested in securing advanced preparation there are opportunities in hospital supervision and administration; in schools of nursing, as teachers of nursing and science and as administrators; in public health, as visiting nurses, school nurses, and consultants in special fields, such as orthopedic nursing and mental hygiene.

Graduates of the School who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering programs in nursing. To graduates with no college credit except that allowed for the undergraduate program in nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college program. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing progam.

Graduates who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work

for a degree at Simmons College, should whenever possible, confer with that College when planning her first two years of college study in order to know that the courses selected will be acceptable to Simmons College for transfer credit.

Graduates of the School who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the Director of the School as being able and prepared to carry college work.

Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may return for two months of clinical experience in the wards of the General Hospital.

GENERAL PLAN FOR THREE YEAR DIPLOMA PROGRAM

FIRST YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Biological and Physical Sciences Nursing I Nutrition I Professional Adjustments 1						*VAC.*	Medical Nursing and Related Classes			Surgical Nursing and Related Courses	
Preclinical Period 24 Weeks Average Ward Experience 5 hours weekly							General Medicine 8 weeks		Diet Kitchen 4 weeks	General Surgery 8 weeks	

SECOND YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Surgical Nursing Continued	Operating Room Nursing Advanced Classes		Psychiatric Nursing			*VAC.*	Pediatric Nursing and Advanced Classes			Obstetrical Nursing	
OPD 4 weeks	Operating Room 8 weeks		Psychiatry 13 weeks				Pediatrics 13 weeks			Obstetrics 13 weeks	

THIRD YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Obs. Nursing Cont'd	ADVANCED CLINICAL CLASSES					*VAC.*	PLANNED WARD TEACHING NO FORMAL CLASSES				
Obs. Cont'd	Adv. Med.	Adv. Surg.					PRACTICAL INTERNSHIP—8 MOS. ADVANCED CLINICAL PRACTICE INCLUDING SPECIALTIES				

DEGREE PROGRAM

Radcliffe College, in cooperation with the Massachusetts General Hospital School of Nursing offers a coordinated plan to a limited number of carefully selected young women who expect to make nursing their profession. This program, which is five years and ten months in length, is unique in that it offers an opportunity to combine a complete liberal arts education leading to the bachelor's degree with the professional education in nursing.

This plan has been evolved as a result of the conviction that the profession of nursing increasingly requires women with a broad educational background. Professional opportunities in nursing and health education and administration, and in medical research, more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

GENERAL PLAN. Students will carry full work at Radcliffe College for the first year and in addition will spend three hours a week at the Massachusetts General Hospital. During the first and either the second or third summers there will be an eight weeks summer session at the School of Nursing. Except in the last term of the first four years, instruction will be given both at the College and at the School of Nursing. At the end of the four years, the student will receive the bachelor's degree from Radcliffe. She will then spend two full years in the School of Nursing in the special program provided and will receive the nursing diploma at the close of this period.

Students may choose freely among the 32 undergraduate fields of concentration offered by Radcliffe College. No pre-professional courses will be included in the college program which might limit the breadth of general education. Throughout the program there will be close integration between the College and the School of Nursing. Although the program is continuous, provision is made for substantial vacations each year.

APPLICATION AND ADMISSION. Applicants are admitted jointly by Radcliffe College and the School of Nursing and must meet the entrance requirements of both institutions. The School of Nursing accepts in this program only those applicants who are recommended by Radcliffe College and who present the personal and health qualifications requisite to nursing.

Application for entrance should be made directly to Radcliffe College. A personal interview at the School of Nursing will be required of all applicants living within a reasonable distance from Boston. When possible, arrangements will be made for applicants living in distant sections of the country to have personal interviews with alumnae representatives.

TUITION AND FEES FOR SCHOOL OF NURSING. During the college years, the student will pay the regular fees to the College as announced in the Radcliffe College catalogue. Tuition and fees for the School of Nursing are listed below.

First Year

Tuition	
Orientation	$ 20.00

Summer Session

Tuition	50.00
Room	30.00
Meals ....approximately	50.00
Laboratory Fee	10.00
Books ....approximately	20.00
	$180.00

Second Year

Tuition	30.00
Laboratory Fee	5.00
Books ....approximately	8.00
	43.00

Third Year

Tuition	30.00
Laboratory Fee	5.00
Books ....approximately	6.00

Summer Session

Tuition	30.00
Laboratory Fee	5.00
Books	8.00
Uniforms ..... approximately	80.00
	164.00

Fourth Year

Tuition	60.00
Activity Fee	3.00
Library Fee	2.50
Breakage Deposit	10.00
Excursions	3.00
Books ..... approximately	20.00
	98.50

Fifth Year

Tuition	50.00
Activity Fee	3.00
Library Fee	2.50
Public Health Fee	50.00
	125.50
TOTAL	$591.00

FINANCIAL AID. The Trustees of Massachusetts General Hospital are prepared to offer scholarships and loans to applicants and to enrolled students who qualify and who are in need of financial aid. All candidates enrolled will also be eligible for assistance from Radcliffe College scholarship funds in precisely the same terms as other Radcliffe students.

PROFESSIONAL OPPORTUNITIES. There are many opportunities for professional nurses in the three major fields of nursing. Positions in hospitals such as ward administration or supervision, offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open either in hospital schools of nursing or universities to those interested

in the teaching of nursing, biological or social sciences, or in educational administration. Positions in public health including visiting nursing, school nursing, or consultant positions in such nursing fields as pediatrics, orthopedics, or mental hygiene provide unique opportunities for broad social contacts and family health teaching.

As a profession nursing is still fluid; new trends constantly developing enlarge horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions and opportunities seldom found in other careers for women.

NOTE: By special arrangement with Hood College, Frederick, Maryland, students who complete two years of work at that college, followed by the regular three-year program at this school of nursing will be awarded the Bachelor of Science degree from Hood as well as the nursing school diploma. Anyone interested in this program should direct an inquiry to Hood College.

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

FIRST YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES INCLUDING INORGANIC CHEMISTRY								*VAC.*	SUMMER SESSION, ANATOMY AND PHYSIOLOGY; CHEMISTRY	
	NURSING SCHOOL: ORIENTATION										

SECOND YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES								VACATION OR SUMMER SCHOOL AS BELOW		
	NURSING SCHOOL: MICROBIOLOGY										

THIRD YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES								VACATION OR SUMMER SCHOOL		
	NURSING SCHOOL: NUTRITION								NURSING SCHOOL: SUMMER SESSION, INTRODUCTION TO NURSING, PHARMACOLOGY		
									INTRODUCTION TO WARD PRACTICE		

FOURTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES								DEGREE REQUIREMENTS COMPLETED		
	NURSING SCHOOL: INTRODUCTION TO MEDICAL SCIENCE			HEALTH EDUCATION				VAC.	NURSING SCHOOL: PRINCIPLES AND PRACTICE OF NURSING; MEDICAL AND SURGICAL NURSING;		
									MEDICAL NURSING, PRACTICE INCLUDING OUT-PATIENT 12 wks.		

FIFTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
(Cont.) MATERIA MEDICA, DIET THERAPY SOCIAL AND HEALTH ASPECTS OF DISEASE, HISTORY OF NURSING, PROFESSIONAL ADJUSTMENTS				NURSING SCHOOL: NURSING IN SURGICAL SPECIALTIES, OPERATING, ORTHOPEDICS, NEUROLOGY, EYE, EAR, NOSE & THROAT, PSYCHIATRIC NURSING					BOSTON LYING-IN HOSPITAL AFFILIATION		
SURGICAL NURSING PRACTICE — 16 WEEKS			DIET KITCHEN 4 WEEKS	OPERATING ROOM PRACTICE 8 WEEKS		PSYCHIATRIC NURSING PRACTICE 8 WEEKS		VAC. 4 WEEKS	OBSTETRICAL NURSING INSTRUCTION & PRACTICE — 12 WEEKS		

SIXTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
NURSING IN SURGICAL SPECIALTIES		NURSING OF CHILDREN; CHILD GROWTH & DEVELOPMENT, COMMUNICABLE DISEASE, PROFESSIONAL ADJUSTMENTS			AFFILIATION VISITING NURSE ASSOCIATION FOR NURSING & HEALTH		ADVANCED NURSING PROBLEMS		DIPLOMA REQUIREMENTS COMPLETED
SURGICAL SPECIALTIES 10 WEEKS		PEDIATRIC NURSING PRACTICE INCLUDING NURSERY SCHOOL— 12 WEEKS			SERVICE IN FAMILY & COMMUNITY— 8 WEEKS		SENIOR DUTY MEDICAL & SURGICAL WARDS — 13 WEEKS		

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I AND II—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE INCLUDING CARE OF PATIENT'S ENVIRONMENT; BANDAGING; MASSAGE. INTRODUCTION TO CLINICAL NURSING, INCLUDING MEDICAL AND SURGICAL ASEPTIC TECHNIQUE; ASSISTING THE DOCTOR WITH DIAGNOSTIC TESTS AND TREATMENTS; NURSING CARE STUDIES. 319 classroom hours; 40 hours of supervised nursing care and 35 hours of ward experience.

Miss Perkins, Assistants and Special Instructors

The aim of this course is to guide the student in the development of the understanding, attitudes, and skills which serve as a foundation for nursing. Scientific principles are emphasized to clarify the reasons for methods used. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation as the condition of a particular patient makes it necessary. In planning nursing care, the patient is considered as a member of a family in a community and as a person with social and economic problems. How to help the patient solve his health problems is a part of each unit taught. Because the nurse works closely with many groups, emphasis is placed on her cooperation with other departments functioning to serve the patient. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward activities. Studies of individual patients are continued and amplified. Techniques of a more complicated nature are presented and practiced. During the last six weeks material is presented which forms the basis for change from preclinical practice to practice in the basic clinical areas. Nursing care of patients and their conditions are discussed. Emphasis is placed on the nature and need for keen observation of patients and succinct reports.

PHARMACOLOGY I (53 hours) Miss Perkins and Assistants

In this course are studied the arithmetic processes involved in making solutions and in giving medicines. Since the metric system is used exclusively in this hospital, knowledge of decimal fractions is imperative. Students are given study materials prior to admission and a pretest is given during the first school week. The students prepare and pour medicines until dosage is understood. This course is a service course for Nursing I in that the student is taught the basic knowledge pertaining to solutions and administration of medicines orally and parenterally. Then the procedures are taught in nursing at the appropriate time. Drugs given most commonly orally and parenterally are studied here as an introduction to the integrated material in clinical nursing.

NURSING III—UNIT I (15 hours) FIRST AID AND EMERGENCY NURSING.
Authorized Red Cross Instructor

This course presents the principles underlying effective nursing in emergencies and the procedures which represent safe first aid care. The content of the course is based in large part upon the principles taught in medical and surgical nursing with which the subject matter is integrated.

NURSING III—UNIT II (18 hours) ADAPTATION OF NURSING ACTIVITIES TO THE HOME.
Miss Perkins, Miss Farrisey, and Clinical Nursing Instructors

A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration is given to prolonged convalescence, the care of persons with chronic disease, and cases of incipient mental illness. Improvised equipment and modified procedures are developed, demonstrated, and discussed.

NURSING III—UNIT III (26 hours) PUBLIC HEALTH NURSING
Miss Farrisey

This course emphasizes the nurse's responsibility to her patients and to the prevention of illness and to the promotion of family and community health. The discussion of the public health nurse's activities in this responsibility is planned to enhance the student's appreciation of the health needs of the individual, the family, and the community. The development of public health nursing, its principles and trends are presented.

A five hour unit on Social Hygiene is included. One object is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life, and another is to prepare the student to assist, as a nurse, in the effective teaching of social hygiene.

COMMUNITY SANITATION AND HYGIENE (15 hours) Miss Farrisey

In this course students observe some of the problems of sanitation and the need for their solution for the health of the people in the hospital and the larger community. Through discussion of methods of control and education and through reports of field trips for observation, the student becomes aware of the nurse's opportunity to participate in programs for the improvement of community health.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (100 hours). Miss Dolloff

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. The student is given opportunity for as much laboratory work as possible whereby she may gain concrete conceptions of the body structures and their normal functioning, which serves as a basis to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (60 hours). Mrs. Fernandez

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours).

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

SOCIAL SCIENCES

GUIDANCE OF STUDY (5 hours). Miss Sherwin and Instructors

An introductory unit of the psychology course which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, use the library, and other skills basic to effective study.

PROFESSIONAL ADJUSTMENTS I (20 hours). Miss Sleeper and Assistants

These lectures and discussions are based upon the underlying principles of human conduct as related to nursing ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the Hospital, the School of Nursing, and her co-workers.

HISTORY OF NURSING (17 hours) Miss Sherwin

A survey of the historical development of Nursing in relation to the social and economic needs and to the development of science and medicine of various periods, compared with nursing as the student knows it today.

PROFESSIONAL ADJUSTMENTS II AND III (30 hours).
Miss Sleeper and Assistants

A brief survey of the development in the field of nursing and of the preparation needed for service in the various branches of nursing. A survey of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where, as young graduates, they will sense their professional obligations and actively support these organizations and the profession as a whole.

PSYCHOLOGY (30 hours) Miss Sherwin

The processes of adjustment are analyzed and discussed with reference to the common emotional needs of patient and student. Specific examples are presented for class discussion and evaluation. Consideration is given to the influence of constitutional factors and life experiences in determining total personality. Emphasis is placed on the underlying principles of teaching and learning and their application to the teaching of health according to patients' needs.

SOCIOLOGY (17 hours) Miss Sherwin

A study of the patient as a product of his family in the community. The needs, facilities, and problems of Boston in relation to health and welfare are emphasized, together with the social agencies with which the hospital works for the patient.

NUTRITION I—NORMAL NUTRITION (44 hours) Miss Aaness

A study of the principles of normal nutrition and the role which nutrition plays in positive health. A discussion of the basic factors involved in selection, purchase, and care of food. It considers menu planning with special reference to nutritive adequacy and the economic, social, and psychological backgrounds which effect nutritional preferences. Application of this knowledge is made by the student as she evaluates her own dietary habits and plans adequate nutrition for family groups. Emphasis is placed in the laboratory upon skill in preparation and service of certain foods which the student will use often in her daily ward activities.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY (18 hours). Miss Aaness

A study of the modication of the normal adequate diet to meet the needs of patients receiving corrective diets. Individual patients are studied to illustrate the principles of Diet Therapy and to observe the results obtained from these dietary measures.

NUTRITION III—SOCIAL DIETETICS (8 hours). Miss Aaness

This course aims to develop in the student an appreciation of the importance of planning adequate nutrition for family groups. The economic, social, and psychological backgrounds which effect nutritional preferences are discussed. Special emphasis is placed on the problems of the low income group. By interpreting the basic factors involved in the selection, purchase, and care of food, the nurse is able to make a valuable contribution toward the solution of public health problems.

MEDICAL AND SURGICAL NURSING

COMMUNICABLE DISEASES (25 hours).
Drs. Waring, Feemster, and Pittman; Miss Grady

A course of lectures, discussions, moving pictures, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, nursing care, and prevention.

DERMATOLOGY (10 hours). Dermatological Staff and Miss Byrne

This course covers the more common social, occupational, and parasitic dermatoses, including discussion of etiology, symptomatology, treatment and prevention. Also included is a unit on syphilis, emphasizing the importance of early diagnosis and treatment and the nation-wide effort in process to facilitate control and prevention of this disease.

MEDICINE I (45 hours) AND NURSING CARE.

Visiting Physicians and Miss Ferebee and Mrs. Daum

A study of the etiology, clinical manifestations, course, treatment, prevention, control and nursing care of medical conditions. The course is given concurrently with the students' medical nursing practice so that she may have the opportunity to apply the study intelligently and effectively while caring for the individual patient. Emotional factors, as well as the socio-economic problem, are included in relation to the total care of the patient. Emphasis is placed on the public health aspects of each disease.

DISEASES OF THE EYE, EAR, NOSE AND THROAT (16 hours).

Visiting Physicians; Miss Gilmartin

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary and Perkins Institute for the Blind help to make the course of study more vivid and valuable.

NEUROLOGY (10 hours) Visiting Physicians; Miss Rearick

After a brief review and a study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neurosurgical conditions. Through the nursing classes, specialized nursing measures are presented.

SURGERY I—GENERAL SURGERY (40 hours).

Visiting Physicians; Miss Stanford and Miss Grogan

The aim of this course is to help the students develop the ability to apply the basic knowledge of surgery in the case of patients with surgical conditions. Social, psychological, preventive and health principles essential to the giving of good surgical nursing care are emphasized. The course is taught concurrently with the first surgical nursing practice.

SURGERY II—GYNECOLOGY (15 hours).

Visiting Physicians; Miss Corkum

This individual unit of study has been set up to include discussion of gynecological conditions, emphasizing especially the etiology, symptomatology, pathology, treatment, and commonly employed nursing procedures.

ORTHOPEDICS (18 hours). Dr. Larson; Mrs. Andrews, Miss Quinlan

This course is a presentation of the common congenital and acquired orthopedic conditions with emphasis on factors contributing to the prevention and correction of deformities of the musculo-skeletal system. It considers the general principles of orthopedic nursing and their application to the nursing care of all patients. The social, educational, economic and psychological aspects of the care of the handicapped in the process of rehabilitation are integrated throughout.

OPERATING ROOM NURSING (10 hours). Miss May

Herein are presented the principles underlying asepsis and the techniques used in the operative care of patients. Demonstrations are given of the different types of set-ups and operative procedures as a means of orienting the student to her operating room experience.

PATHOLOGY (20 hours). Dr. Fennell

An introductory clinical course which leads from the consideration of normal structure and function, as studied in anatomy and physiology, to a consideration of disease conditions. Causes of disease, the body's reaction, and the doctor's methods of diagnosis are explained. This study lays the foundation of subsequent courses in medical and surgical nursing and prepares the student to observe and understand the patient's symptoms and to assist the doctor with the diagnostic tests and procedures.

PHARMACOLOGY II (26 hours). Mrs. Eaton

The study of drugs and related therapeutic measures. Emphasis is placed on the drugs currently used in patient treatment and their effects upon the patient. The nurse's responsibilities in the administration, dosage, toxicology and treatment of toxic effects of these drugs are also emphasized. This course is combined with related classes in medical and surgical nursing to integrate the material in a manner more meaningful to the student.

UROLOGY 12 hours). Urological Staff and Clinical Instructor

This course deals with urological diseases, their causes, symptoms, treatment, nursing care, prevention, and complications. The classes are scheduled to parallel the nursing experience, and since some of those conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

PEDIATRIC NURSING

NURSING CARE OF THE CHILD (44 hours). Pediatric Staff, Miss Latham

The course presents the physical, mental, and social development of normal children and the major aspects of diseases of childhood. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. Care of premature infants and diversional therapy for children, as well as an interpretation of nursery school objectives with nursery school experience are included.

AFFILIATIONS

OBSTETRICAL NURSING (64 hours). Obstetrical Staff and Supervisors

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where courses are given in the principles and practices fundamental to obstetrical nursing, including pre-natal and post-natal care.

PSYCHIATRY (96 hours). Psychiatric Staff and Supervisors

Approximately 13 weeks are devoted to an affiliation at McLean Hospital. Here the student is given a survey of the etiology, symptomatology, and treatment of the various types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Mental hygiene, occupational therapy, recreational therapy, and hydro-therapy are included in the course.

SUMMARY OF CLASS HOURS

NURSING AND HEALTH EDUCATION ..... 393 hours
- Nursing I and II—Introduction to General Nursing Principles and Practice including Care of Patients' Environment. Bandaging, Massage, and Diversional Therapy—319
- Nursing III
  - Unit I—First Aid and Emergency—15*
  - Unit II—Nursing Care Adaptations to the Home—18
  - Unit III—Principles and Practices of Public Health Nursing—26
- Community Sanitation and Hygiene—15

BIOLOGICAL AND PHYSICAL SCIENCES—APPLIED TO NURSING 205 hours
- Anatomy and Physiology—100
- Chemistry—60
- Microbiology—45

SOCIAL SCIENCES—APPLIED TO NURSING..... 119 hours
- Guidance of Study—5
- History of Nursing—17
- Professional Adjustments I—20
- Professional Adjustments II and III—30
- Psychology—30
- Sociology—17
- Social Service*

NUTRITION ..... 70 hours
- Nutrition I—44
- Nutrition II—18*
- Nutrition III—8

MEDICAL AND SURGICAL NURSING ..... 327 hours
- Communicable Diseases—20
- Dermatology—10
- Diseases of Eye, Ear, Nose and Throat—16
- Gynecological Nursing—15
- Introduction to Medical and Surgical Nursing—17
- Medical Nursing—45
- Medical Nursing II—25
- Orthopedics—18
- Operating Room Nursing—10
- Pathology—20*
- Pharmacology I—53
- Pharmacology II—26*
- Surgical Nursing—40
- Urology—12

NEUROLOGICAL AND PSYCHIATRIC NURSING .....106 hours

OBSTETRICAL NURSING ..... 64 hours

NURSING CARE OF THE CHILD ..... 44 hours

Total .....1328 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given,

Medical Ward Instruction.....	2-4 hours each week
Surgical Ward Instruction.....	2-3 hours each week
Out-Patient Clinic Instruction.....	1-2 hours each week
Operating Room Instruction	3 hours each week

*Integrated with related courses

Students

CLASS OF 1950-1951

SEPTEMBER SECTION

Irma Consuelo Arias, Mexico City, Mexico
Claire Margaret Balmforth, So. Boston, Mass.
Marguerite M. Barrett, Concord, Mass.
Dorothy Berry, Southbridge, Mass.
Doris Biggs, Somerville, Mass.
Audrey Tillotson Bishop, No. Brookfield, Mass.
Louise F. Blackwell, Northampton, Mass.
Nellie Borsa, Indian Orchard, Mass.
Alice Virginia Briggs, Davisville, Penn.
Norma Shirley Brisson, Newmarket, N. H.
Elizabeth Jane Brousseau, Braintree, Mass.
Margaret Ann Brown, Barton, Maryland
Rachel Edna Brown, Hinsdale, N. H.
Eleanor J. Burns, Worcester, Mass.
Ida May Carnell, St. John's, Newfoundland
Jennie Kwai-Jun Chang, Wellesley, Mass.
Marcia F. Coppelman, Boston, Mass.
Joan Clair Dionne, No. Dartmouth, Mass.
Patricia Ann Dunsmoor, Hertford, N. C.
Lochlynn Eve, Birmingham, Ala.
Mary E. Fifield, Islip, Long Island, N. Y.
June Elaine Ford, Westminster, Vt.
Claire Helen Griffin, Lawrence, Mass.
Charlotte Martha Hardy, Somerville, Mass.
Patricia Constance Harrison, Salem, Mass.
Barbara Jean Holm, Wollaston, Mass.
Elizabeth Eleanor Jones, Maynard, Mass.
Virginia Kelley, Fall River, Mass.
Carolyn Grace Kilmer, Millbury, Mass.
Constance Ruth Lindsay, Lexington, Mass.
Mavis Fox McDonald, Kezar Falls, Maine
Louise Ann McKenzie, Hinesburg, Vt.
Yvonne Natalie Matson, Quincy, Mass.
Marie Theresa Matthews, East Boston, Mass.
Mary Ann Melzer, Belmont, Mass.
Eleanor Mesquita, New Bedford, Mass.
Louise Anna Miolene, New Haven, Conn.
Laurena Emily Morrill, Windsor, Vt.
Mary Charlotte Murray, New Bedford, Mass.
Florence Anne Hatsuko Nagao, Honolulu, T. H.
Alice Grace Notz, Boston, Mass.
Audrey Claire Olesen, New Haven, Conn.
Ruth Ernestine Parker, Pittsfield, Mass.
Marie Louise Pearce, Unionville, Conn.
Othilia Pestana, So. Dartmouth, Mass.
Helen Jennie Plata, Indian Orchard, Mass.
Joyce Katheryn Prentiss, Manchester, Conn.
Lucy Sheldon Rich, Wellfleet, Mass.
Florence Muriel Ridlon, Cambridge, Mass.
Joan Risser, Marlboro, Mass.
Dorothy Julia Santos, Hudson, Mass.
Erma Jane Scheiderer, Forestville, Conn.
Erva June Scheiderer, Forestville, Conn.
Mary Phyllis Shea, Newtonville, Mass.
Chelsea Silva Bans, Providence, R. I.
Elaine Smith, East Boston, Mass.
Sarah Hamblin Smith, Cumberland Mills, Maine
Janet Snowman, Caribou, Maine
Agnes Ricketson Stephen, So. Braintree, Mass.
Helen Tighe, Portland, Maine
Norma Elaine Weaver, Drexel Hill, Pa.
Barbara May Witham, Stoughton, Mass.
Norma Elaine Wright, Auburn, Mass.

FEBRUARY SECTION

Mary Susan Adams, Greenwood Mountain, Maine
Vivianne Marie Anderson, Worcester, Mass.
Donna Rae Berry, Windsor, Vt.
Marguerite Mary Brovelli, Framingham, Mass.
Marian Elizabeth Cairns, Bernardston, Mass.
Mary Elizabeth Cipriani, Clinton, Mass.

Joyce Emily Corbett, Kentville, N. S.
Ellen Curtis, Nanticoke, Penn.
Jeanne Derrah, West Boylston, Mass.
Mary Frances Graham, East Greenwich, R. I.
Patricia Vivian Hastings, Windsor, Vt.
Marie Evrosine Himmelsbach, Northampton, Mass.
Loeta Althea Hudson, Concord, Mass.
Ann Margaret Lewis, Attleboro, Mass.
Katherine Joan MacKichan, Arlington, Mass.
Marylyn S. MacQuarrie, Foxboro, Mass.
Patricia Jean Martin, Kemore, N. Y.
Margaret Catherine May, Concord, N. H.
Ann Mockler, Holyoke, Mass.
Charlotte Raymond, New Bedford, Mass.
Mary Alice Reilly, Cambridge, Mass.
Michele Helene Reymond, Charlottetown, P. E. I.
Marilyn Lillian Rutherford, No. Brookfield, Mass.
Betty Vernette Smith, Ashland, Mass.
Geraldine Smith, Boston, Mass.
Mary Elizabeth Smith, Winchester, Mass.
Sylvia L. Thyng, Springvale, Maine

CLASS OF 1951-1952

SEPTEMBER SECTION

Alice K. Adams, Malden, Mass.
Nancy J. Anderson, Wakefield, Mass.
Ruth S. Baker, Chesterfield, Mass.
Pauline E. Blanchette, Danvers, Mass.
Ellen F. Bowen, Auburndale, Mass.
Kathleen A. Bradley, West Peabody, Mass.
Dorothy I. Burke, Westminster, Md.
Dorothy G. Capetti, Barre Plains, Mass.
Mary Carlson, Framingham, Mass.
Janet C. Connolly, Dorchester, Mass.
Virginia C. Courant, Gloucester, Mass.
Marion A. Decker, Springfield, Mass.
Roberta L. Dodd, Stratford, Conn.
Shirley Duncan, Malden, Mass.
Celia Egan, Rockland, Mass.
Claire Farrell, Fall River, Mass.
Ruth Fearnley, New Britain, Conn.
Gretchen I. Gearhart, Minneapolis, Minn.
Gloria Gilson, Belmont, Mass.
Martha P. Gordon, Providence, R. I.
Dorothy Gracie, So. Dartmouth, Mass.
Mary L. Hagerty, Melrose, Mass.
Elizabeth A. Hale, Millinocket, Maine
Dorothy M. Hunt, Marshfield, Mass.
Jeanine T. Jacques, Springfield, Mass.
Helen Jazwinski, New Britain, Conn.
Marion L. Kelleher, Wollaston, Mass.
Joyce M. Kiley, Concord, N. H.
Eleanor L. Lynch, Arlington, Mass.
Joan E. McCarthy, Danvers, Mass.
Shirley M. Macek, Adams, Mass.
Patricia M. MacInnis, Watertown, Mass.
Evelyn R. Magyar, So. Norwalk, Conn.
June M. Mariner, Hartsdale, N. Y.
Delores J. Merz, Bristol, Conn.
Hilda M. Nelson, New Bedford, Mass.
Ida J. Nowlan, Hudson, Mass.
Joan A. Perrault, Methuen, Mass.
Viola M. Persechino, So. Barre, Mass.
Beverly J. Pierce, Augusta, Maine
Virginia M. Pierobello, Portland, Maine
Katherine L. Pinckney, Corona, N. Y.
Thelma M. Porcelli, Providence, R. I.
Natalie M. Quirk, No. Manchester, N. H.
Eunice J. Randall, Mattapoisett, Mass.
Genevieve M. Rice, Millbury, Mass.
Olga Sadotti, Hartford, Conn.
Mary M. Sargent, Manchester, Mass.
Joan M. Sator, Albany, N. Y.
Doris W. Sears, West Medford, Mass.
Joyce A. Severy, Hinesburg, Vt.
Anna H. Skoog, No. Oxford, Mass.
Ernestine A. Skoog, No. Oxford, Mass.
Carol J. Smith, Clinton, Conn.
Marilyn E. Smith, Stoughton, Mass.
Janet B. Stocks, Norfolk, Conn
Doris E. Stone, Lancaster, N. H.
Johanna M. Strauss, Kobe, Japan
Joan A. Sumner, Granville, N. Y.
Joanne E. Taylor, Needham, Mass.
Florence M. Thistle, Turners Falls, Mass.
Betty L. Thomas, Poquonock Bridge, Conn.
Margaret Tobin, Dover, Mass.
Joan G. Vaillant, West Concord, Mass.
Barbara M. Whitlock, Summit, N. J.
Phyllis A. Young, Schenectady, N. Y.
Anne C. Zaniewski, Maynard, Mass.

MARCH SECTION

Dawn C. Ames, Portland, Maine
Roselle T. Audet, Schnectady, N. Y.
Lorraine M. Baker, Worcester, Mass.
Edith A. Beauchamp, Lynn, Mass.

Florence J. Bell, Malden, Mass.
Alice E. Billington, New Bedford, Mass.
Alice L. Bousquet, Indian Orchard, Mass.
Joan A. Brewer, Leominster, Mass.
Carlyn J. Bryant, Petersham, Mass.
Jessie L. Campbell, Essex, Conn.
Patricia E. Coburn, Barre, Vt.
Estelle R. Doucet, Malden. Mass.
Jane A. Eckersall, Hopedale, Mass.
Stella M. Goad, Dracut, Mass.
Beverly M. Hanson, Stoneham, Mass.
Catherine P. Harrington, Somerville, Mass.
Janet M. Harrington, Dorchester, Mass.
Elsie M. Hopkins, So. Orleans, Mass.
Helen C. Howard, Roxbury, Mass.
Joan B. Hutt, Wellesley Hills, Mass.
Eleanor L. Jones, Cambridge, Mass.
Joan M. Kelly, Columbia Lake, Conn.
Dolores E. Kraft, Chicago, Ill.
Rox-Ellene LaPlante, Mansfield, Mass.
Marie E. LeBlanc, Waltham, Mass.
Barbara B. Lumbra, No. Charlestown, N.H.
Phyllis L. Lydon, Charlestown, Mass.
Marian E. MacNaughton, Walton, N. Y.
Dorothy M. Mahoney, Brighton, Mass.
Margaret A. Martell, Metuchen, N. J.
Ingemarie C. Morgan, Watertown, Conn.
Barbara J. Robinson, Bangor, Maine
Patricia N. Rourke, Beverly, Mass.
Mary A. Santulli, Bristol, R. I.
Sally E. Staudinger, Arlington, Mass.
Beverly J. Thoren, New Britain, Conn.
Joyce F. Young, So. Dartmouth, Mass.

CLASS OF 1952-1953

SEPTEMBER SECTION

Lucille A. Achin, Pawtucket, R. I.
Anne-Marie Arapoff, Wollaston, Mass.
Mary E. Bachand, Southbridge, Mass.
Jean Bailey, Brooklyn, N. Y.
Joan L. Baldwin, Bridgeport, Conn.
Jean J. Beausoleil, Attleboro, Mass.
Arlene J. Bell, Attleboro, Mass.
Charlotte N. Bicknell, Meriden, Conn.
Ann Borden, New York City, N. Y.
Adelaide L. Brown, Vassalboro, Maine
Frances G. Buck, Waterville, Maine
Elizabeth A. Buckley, New Bedford, Mass.
Sybil A. Caine, Holliston, Mass.
Jean A. Calder, West Newton, Mass.
Verna E. Carlson, Middlebury, Conn.
Joan M. Cederholm, Waterbury, Conn.
Maureen A. Courtney, Attleboro, Mass.
Catherine P. Cullinane, Cambridge, Mass.
Constance M. Curtis, Gloucester, Mass.
Jane T. Dardis, St. Petersburg, Fla.
Virginia A. Day, No. Scituate, Mass.
Constance M. Delorey, Swampscott, Mass.
Ann Devney, Jamaica Plain, Mass.
Barbara A. Dunsing, Brockton, Mass.
Evelyn J. Farquhar, West Barnstable, Mass.
Dolores G. Geeraert, Lawrence, Mass.
Virginia A. Gleed, Merrimac, Mass.
Gloria A. Grant, Brockton, Mass.
Viola M. Hakala, Maynard, Mass.
Ann E. Halloran, Waltham, Mass.
Margaret E. Hamilton, Truro, N. S.
Grace M. Hendrick, Brockton, Mass.
Jean A. Holmes, Providence, R. I.
Elizabeth W. Howe, Fulton, Md.
Emily V. Jackson, Quincy, Mass.
Barbara D. Johnston, Wautagh, N. Y.
Mary L. Jones, New Bedford, Mass.
Margaret A. Kearney, Brockton, Mass.
Barbara S. Knowles, Toronto, Canada
Loraine G. Lajoie, Gardner, Mass.
Maureen Leary, Lynn, Mass.
Marjorie A. Lewis, West Newton, Mass.
Thelma R. Libby, Caribou, Maine
Edith A. Lind, Auburn, Mass.
Jean L. Lofquist, East Haven, Conn.
Dorothy T. Lucius, West Somerville, Mass.
Shirley E. Lund, Manchester, N. H.
Mary E. Lupien, Gardner, Mass.
Anne E. Lynch, West Haven, Conn.
Marjorie E. Lynch, Malden, Mass.
Joan McMahon, Dedham, Mass.
Celina R. Macial, New Bedford, Mass.
Ann V. MacLean, Allston. Mass.
Kathleen I. MacPherson, Reading, Mass.
Mary F. Morgan, Lynn, Mass.
Ellen D. Morrison, Lynn, Mass.
Ellen Nickerson, Brockton, Mass.
Barbara G. Oakes, Roslindale, Mass.
Florence W. Oakes, Roslindale, Mass.
Katherine O'Brien, New Haven, Conn.
Marion T. O'Brien, West Newton, Mass.
Irene I. Pasierb, Ware, Mass.
Marie J. Pellerin, Gardner, Mass.
Anne H. Rahill, Pawtucket, R. I.
Nancy A. Robicheau, Quincy, Mass.
Joyce C. Sawtell, Barre, Mass.

Sally A. Scharrett, Ware, Mass.
Jane C. Schmidt, Scarsdale, N. Y.
Patricia A. Sheridan, Roslindale, Mass.
Elizabeth A. Slattery, Bellows Falls, Vt.
Katherine M. Smith, Buckland, Mass.
Margery M. Sprague, Princeton, Maine
Ann Sullivan, Somerville, Mass.
Anna G. Sullivan, Lawrence, Mass.
Nancy L. Taylor, Warwick, R. I.
Lois I. Tootill, Rockland, Maine
Veronica D. Travers, Stonington, Conn.
Rose M. Turk, Hudson, N. Y.
Jeannette N. Vinciguerra, Portsmouth, N. H.
Mary H. Ward, Canton, Mass.
Elizabeth A. White, Milton, Mass.
Jean L. Winsor, Dudley Hills, Mass.
Leona Wolff, Newton, Mass.
Miriam Wood, Huntington, Mass.
Jeanne F. Zedren, Newtonville, Mass.

MARCH SECTION

Carolyn A. Akin, Newport, Vt.
Katherine A. Battley, Port Huron, Mich.
June A. Boutin, Belmont, N. H.
Joan F. Bresnahan, No. Quincy, Mass.
Janet S. Brink, East Hartford, Conn.
Jane M. Bushey, Springfield, Mass.
Mary J. Carron, Sumner, Wash.
Virginia G. Cassidy, St. Johnsbury, Vt.
Carole M. Chase, Boston, Mass.
Mary Chenevert, Rockland, Mass.
Jane Dahlmer, Gloucester, Mass.
Sandra F. D'Angelo, Jefferson, N. H.
Elizabeth M. Doyle, No. Weymouth, Mass.
Dolores Ferrara, Needham, Mass.
Barbara A. Flynn, Dorchester, Mass.
Carol F. Folger, Belmont, Mass.
Marjorie E. Frost, Natick, Mass.
Barbara A. Fugere, Chicopee, Mass.
Annette T. Gelinas, Haverhill, Mass.
Marjorie E. Haajanen, Georgetown, Conn.
Mary D. Healey, Stoughton, Mass.
Patricia L. Hoar, Pittsfield, Mass.
Audrey B. Hutchinson, Lynn, Mass.
Jessica Hyland, Turners Falls, Mass.
Mary L. Kelley, Malden, Mass.
Margaret M. Kiley, Concord, N. H.
Barbara A. Kirby, Clinton, Mass.
Veronica A. Levesque, Taunton, Mass.
Lucy C. McNamara, Stoughton, Mass.
Carolyn H. Maggi, Everett, Mass.
Pauline E. Metras, Southbridge, Mass.
Marguerite D. Morin, Lancaster, N. H.
Barbara J. Rittenburg, New Hartford, N. Y.
Janice M. Stollerman, Providence, R. I.
Jean E. Tobin, No. Scituate, Mass.
Jeanne A. Watt, West Mystic, Conn.
Constance L. Wocell, Cambridge, N. Y.
Jean L. Youngberg, West Springfield, Mass.
Sonia Zabaunik, Great Barrington, Mass.

DEGREE PROGRAM

RADCLIFFE COLLEGE, MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

CLASS OF 1952

Hope Ingersoll, Buzzards Bay, Mass.

CLASS OF 1953

Sarah E. Davis, Ilion, N. Y.
Ann Harrer, Orient, Long Island, N. Y.
Ruth E. Mann, Methuen, Mass.
Ann Roberts, Ho-Ho-Kus, N. J.
Gudrun Robinson, West Newton, Mass.
Julia Mullins, So. Dartmouth, Mass.

CLASS OF 1954

Anne W. Long, Staten Island, N. Y.
Barbara Kagan, Chelsea, Mass.

CLASS OF 1955

FEBRUARY SECTION

Elizabeth Brown, Brooklyn, N. Y.
Helen M. Kukuk, Kingston, N. Y.
Margaret A. Stewart, Wyncote, Penn.
Lucy C. Roe, Dixon, Illinois

RECOMMENDED READING

1. NURSES AND NURSING
   - Brown—Nursing as a Profession
   - Deming—Careers for Nurses
   - Dock & Stewart—Short History of Nursing
   - Gelinas—Nursing and Nursing Education
   - Greenbie—Lincoln's Daughters of Mercy
   - Harper—Merely the Patient
   - Nightingale—Notes on Nursing
   - Pennock—Makers of Nursing History
   - Poule—Nurses on Horseback
   - Wales—Public Health Nurses in Action

2. SOCIAL PROBLEMS
   - Addams—Twenty Years at Hull House
   - Beverly—In Defense of Children
   - Barton—And Now to Live Again
   - Bucklin—A Primer for White Folks
   - Cannon—Social Work in Hospitals
   - Deschweintz—Art of Helping People Out of Trouble
   - Fitch—One God
   - Graham—Earth and High Heaven
   - Richardson—Patients Have Families
   - Smillie—Preventive Medicine and Public Health
   - Stern—Mental Illness, a Guide for the Family
   - Ward—The Snake Pit

3. ETHICS
   - Cabot—Meaning of Right and Wrong
   - Cabot—What Men Live By
   - Cabot & Dicks—Art of Ministering to the Sick
   - Fosdick—On Being A Real Person
   - Goodrich—The Social and Ethical Significance of Nursing
   - Phelphs—Happiness
   - Rucker—Leadership
   - Shoemaker—How You Can Help Other People

4. BIOGRAPHY AND HISTORY
   - Andrews—Lost Command
   - Cannon—The Way of an Investigator: a Scientist's Experiences in Medical Research
   - Cook—Florence Nightingale
   - Curie—Madame Curie
   - Gumpert-Hahnemann—Adventures of a Medical Rebel
   - Irving—Safe Deliverance
   - Jaffee—Men of Science in America
   - Mead—History of Women in Medicine
   - Radcliff—Yellow Magic: the Story of Penicillin
   - Raper—Men Against Pain: the Epic of Anesthesia
   - Sigerist—Great Doctors